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ABSTRACT

This teacher's guide is intended for use in presenting a course to help Kodak Corporation employees develop the basic reading skills required in their workplace. The following topics are covered in the modules: prewriting thinking skills; information identification and organization strategies; awareness of the receiver's characteristics and needs; correct structure, spelling, grammar, and capitalization; and appropriate word choice. The following materials are included: a goal and list of objectives that apply to the four-module course as a whole, detailed outlines for instructors to follow when presenting each module, a trainer's guide, and a learner's book. The trainer's guide contains instructional guidelines, learning activities, and transparency masters. The learner's book includes instructional text and accompanying learning activities. (MN)

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College of Applied Human Sciences

ED 361 470

Kodak Skills Enhancement Program Curriculum:

Effective Written Communication in the Workplace

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EFFECTIVE WRITTEN COMMUNICATION IN THE WORKPLACE

Employees at Kodak Colorado Division are expected to perform a variety of tasks that require the good writing skills. Peer evaluations, memos, documentation updates, corrective action requests, meeting notes and electronic mail messages are examples of these tasks. KCD employees are expected to produce effective written communication that is concise, complete and correct.

There are many skills involved in effective workplace writing that must be used collaboratively. Among these are the ability to employ:

- pre-writing thinking skills
- information identification and organization strategies
- awareness of receiver characteristics and needs
- correct structure
- correct spelling
- correct grammar
- correct capitalization
- appropriate word choice

The realities of time availability and complex work schedules provide a challenge in delivering learning experiences that upgrade all of these skills.

These four modules address employee skills enhancement needs by providing essential information and instruction, appropriate practice and application, and resources for further self directed learning in the writing skills areas.

EFFECTIVE WRITTEN COMMUNICATION IN THE WORKPLACE

Goal: To improve the writing skills used in the workplace.

Objectives: At the end of the four modules the learners will be able to

1. list the four basic steps in writing effectively;

2. identify the questions to think through before actually writing;

3. recognize questions to ask themselves about receiver characteristics and needs before writing;

4. identify a complete sentence;

5. define the parts of speech;

6. determine if a sentence has correct punctuation;

7. choose the correct word to use in a sentence when a choice of frequently confused words is given;

8. add the beginning, middle, or ending to a word by applying spelling rules reviewed in class;

9. write a memo based on a given problem situation;

10. define a paragraph;

11. identify the main idea and a supporting detail in a well-written paragraph;

12. recognize the structure of a written composition;

13. write a composition of their choice;

14. write an entry for one category on a KCD performance worksheet given a problem situation;

15. recognize the correct use of apostrophes in contractions and the plural of numbers and letters;

16. identify appropriate use of capitalization.

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MODULE 1

I. Introductions of Participants/Trainer

II. Introduce Content of 4 Module Course

Engage learners in an exploratory conversation of those characteristics that make up good writing. Refer to course introduction sheet for list of skill areas to include in discussion. Explain that all of the skills are important and must exist simultaneously.

III. Norms and Expectations

To elicit expectations, the form provided, Learner Book p.1, may be used. Discuss responses with group. Refer to the course design and discuss ways in which emphasis of each content area might be adjusted to meet the needs of this learner group. Request samples of functional context materials from participants.

IV. Instruction - Writing as a Problem Solving Process

Refer learners to Learner Book p.2
Use Trainer Guide A to deliver lecturette

V. Practice and Application

Ask learners to think of a situation in which they used written communication at work. Ask them to relate the situation to the group and describe it as successful or not successful. Lead the group in analyzing the task and process in terms of the previous content instruction. Refer learners to Learner Book p.2 and their notes to use in the analysis. Guide the group towards the objective of seeing writing as a problem solving process.

VI. Instruction - The Bare Basics of Effective Structure

Refer learners to Learner Book p. 3.
Refer to Trainer Guide B to assist with lecturette.

VII. Practice and Applications

Use exercise sheets in text or create functional context examples
Pursue briefly or until learners can identify and demonstrate understanding of basic concepts.

VIII. Instruction - Spelling

Refer learners to Spell-Right #1 and review.

IX. Close - Ask learners to write down one new idea about the thinking that is involved in the writing process that they will share with a team member.

MODULE 2

I. Open and Review

Review the pre-writing thinking strategies from Module 1
Application activity: Ask each learner to write a memo based on the information on Learner Book p. 4. Process by reviewing the steps from module 1. Ask learners to share their memo with the person next to them and have that person read it aloud and make suggestions.

II. Collect samples of functional context materials.

III. Instruction - Organization of ideas

Explain that a paragraph contains one main idea and supporting information.

IV. Practice and Application

Select a memo, print out of electronic mail message or other written message containing two or three paragraphs. Copy so everyone can read it and ask learners to identify the main idea of each paragraph. Have learners report out. Did everyone identify the same main ideas? If so why not? Guide learners to understand the concept of main ideas defining paragraph structure.

Identify the supporting ideas. Should any of them have been in a separate paragraph? Discuss different ways the information could have been divided or organized.

TRAINER GUIDE C can be used if no sample is available.

V. Transition-

Refer to discussion of the essentials of a complete sentence.
Tie to the larger structure of a paragraph.
Discuss the need for more complex sentence structure in workplace communication. At KCD and other manufacturing organizations, it is generally acceptable and desirable to keep sentences concise and uncomplicated. Validate this with learners.

VII. Introduce - The Basics of the Written Composition

Present Learner Book p. 5 and discuss.
Use a chart to demonstrate a topic with 3 main ideas and what would be included in each paragraph.

VIII. Instruction- Punctuation.

Cover end punctuation and comma use (text page 2 - 12). Refer learners to Learner Book p. 6 for a resource list of rules.

IX. Practice using exercises in text.

X. Instruction - Spelling

Refer learners to Spell-Right #2 and review

XI. Practice and Application

Have learners write a composition of their choice using the composition structure just described. In addition ask them to take time to go through all of the pre-writing steps from Module 1, the principles of complete sentences, the spelling rules from Spell-Right#1 and #2, and the correct end punctuation and comma use rules.

Allow considerable time to pre-write, write and proof. Ask each person to share their composition with one other learner to proofread. Ask the proofreader to be very thorough in their proof reading and to make constructive suggestions in all areas.

Review each proofed copy if class size permits and make constructive and positive comment.

XII. CLOSE

Ask learners to list topics covered in Modules 1 and 2 and briefly ask if learners can see that all of these skills come together in an effective written communication .

Ask each participant to identify one new writing skill they will use in the next week.

MODULE 3

I. Open and Review

Ask each participant to describe one writing skill they have consciously employed at work in the past week.

Conduct a brief refresher of Modules 1 &2.

II. Instruction - Diction - Choosing the Correct Word

Refer learners to Learner Book p. 7-9 . Review.

III. Application and Practice

Learners can complete exercise on Learner Book p. 10

IV. Instruction - Spelling

Refer learners to Spell-Right 3 and review.

V. Instruction -Punctuation

Cover use of colons, semicolons and quotation marks(text 13-19)
Refer learners to Learner Book p. 11 for reference list of rules.

V. Application of all skills to written peer evaluations.

Discuss the critical thinking needed for pre-writing in this context. Allow learners to discuss their concerns and opinions. Specifically discuss the kind of information that should be included, the tone, and the style.

Refer to Trainer Guide D. A list of findings about the peer evaluation process. This will assist trainer in understanding some of the issues and desired outcomes.

Ask each participant to select one category on the KCD Performance Feedback Worksheet - Learner Book p.12-13 and write an appropriate entry utilizing all of the skills covered thus far.

Share with the group and discuss how this uncomfortable role can be handled professionally and with integrity. How can the best outcomes be sought.

VI. Close - Ask participants to identify workplace functional context applications they would like to see covered in last module.

MODULE 4

I. Open and Review

II. Instruction - Spelling

Refer learners to Spell-Right #4 and Review

III. Instruction - Apostrophe Use and Capitalization

Refer to text pp.20-28 for instruction and practice.

IV. Practice and Application

Select current items on the many bulletin boards, copies of the Scanner, or news articles and have participants work in teams to identify punctuation and capitalization rules applied properly. Look for mistakes, too.

V. Insert Instruction or activities based on the needs and requests of the particular team of learners. Facilitate self direction on the part of the learning team . Help them identify the steps they would need to go point, they have reviewed the thinking techniques and mechanical skills to perform writing tasks at an acceptable and effective level. The learners also possess printed notes and resources in the Learner Book and text to access information that is not committed to memory. At this point, inform them of additional materials that exist in the learning center.

In the back of the Trainers Guide is a collection of functional context materials that can be used to develop practice and application activities. The current group of learners will be a better and more relevant source.

VI. Involve learners in review and questions. As questions are raised, have other learners attempt to provide answers. Encourage team learning to continue beyond the course.

VII. Close

_ DEFINE YOUR PROBLEM

_ PLAN YOUR SOLUTION

_ WRITE

_CHECK YOUR SOLUTION

WRITING AS A PROBLEM SOLVING PROCESS

Writing on the job is done for a specific reason: to solve a problem. You write because you want something to happen. In other problem solving situations at KCD, the terms ASSESS, PLAN, DO, VERIFY are used. Writing effectively involves a similar series of steps:

DEFINE YOUR PROBLEM

What is my purpose for writing?

- to pass on information to another
- to respond to a request for information
- to request information from another person
- to report information, facts, data

What kind of written product should I have when I finish?

What do I want the outcome to be?

PLAN YOUR SOLUTION

Who is the receiver?

- one person or a number of people
- what is their role in relationship to me and the information
- what is their knowledge and experience base
- what might their attitude be
- what other circumstances should I factor in

What format should I use?

- sometimes a format is required (ei. a fax form or a report form)
- which format would be most effective
- what are the choices(chart possibilities)

What style should I use?

- formal
- informal
- level of vocabulary and sentence structure

What tone should I use?

- what feeling do I wish to transmit
- what should I be careful of

What information should I include?

- identify or locate all necessary information
- what information could be added to increase the probability the desired outcome
- what information is irrelevant or superfluous

How should I organize the information?

- priority
- sequence
- system
- choices (ei. paragraphs and sentences or bullets)

WRITE

Carry out your plan with appropriate grammar, spelling, capitalization and punctuation. Use appropriate vocabulary and word choice.

CHECK YOUR SOLUTION

Did I achieve the objective I was working towards?

Is a follow up step required?

STRUCTURE
the Basics

Complete sentences vs. fragments

- Subjects and Verbs
  - Agreement

- Nouns
- Verbs
- Adverbs
- Adjectives
- Pronouns

Punctuation

- End punctuation
- Commas
- Colons and Semicolon
- Apostrophes
- Quotation Marks

Choosing the correct word - "diction"

- whose - who's
- its - it's
- they're - there- their
- your - you're
- good- well
- too- to - two

Trainer Guide B
Structure - The Basics

WRITING COMPLETE SENTENCES

Define subject and verb in simple terms
Explain agreement
Use Steck-Vaughn Sentence Structure(Jacobs, 1884) for instruction information.
Distribute copies of text to learners for exercise activity if desired, or use functional context examples and create customized practice.

Define: NOUN
VERB
ADJECTIVE
ADVERB
PRONOUN

PUNCTUATION

Distribute Steck-Vaughn Capitalization and Punctuation (Jacobs, 1984) Use as text for instruction and exercises.

CHOOSING THE CORRECT WORD

Each module includes instruction on some commonly mistaken or misused words. Follow the instructional outline.

Discussion of the above outline is intended to be preliminary to more in depth instruction in each topic as the modules progress.

Customized Spelling Inventory for

_____

1. _____ _____ _____
2. _____ _____ _____
3. _____ _____ _____
4. _____ _____ _____
5. _____ _____ _____
6. _____ _____ _____
7. _____ _____ _____

TRAINER GUIDE C

POLY/CHEM SURVEY

Our HIGH PERFORMANCE TEAM had a two day workshop, out of the workshop we identf ed some areas to improve on. We reviewed the QLP manual and found this SURVEY that we thought would help us identfy our weak and strong points and thus help us serve 501 as our primary customer.

Please take the time to fill this out and if you have any questions feel free to contact any member of the POLY/CHEM TEAM. We thank you in advance and please fill this out by June 1st.

THANK YOU
POLY/CHEM TEAM

KEY ELEMENTS OF A TEAM
TRUST AND COMMUNICATION

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PEER EVALUATION LEARNINGS

SHEET FILM, KCD

- DON'T COMPLICATE THE PROCESS, KEEP IT SIMPLE.
- THE MORE PRACTICE YOU HAVE USING PEER EVALUATIONS, THE MORE COMFORTABLE YOU WILL BECOME WITH THIS PROCESS.
- EVALUATING OTHERS IS NOT EASY (learn in a non-threatening envmt).
- YOU WILL HAVE TO LEARN TO TRUST ONE-ANOTHER.
- YOU WILL BECOME MORE ACCOUNTABLE FOR YOUR BEHAVIORS.
- BEING A SILENT OBSERVER WILL NOT WORK. PARTICIPATE! (you have a responsibility to the team to react to a problem)
- INDIVIDUALS WILL AVOID ADDRESSING DIFFICULT ISSUES (want someone else to be the bad guy. Need to coach teams when these situations occur).
- EXPRESS NEGATIVE COMMENTS IN THE MOST POSITIVE TERMS POSSIBLE.
- USE SPECIFIC EXAMPLES OF ACTUAL BEHAVIORS OBSERVED BY YOU. (stay away from "good old boy" comments).
- KEEP EVALUATION SHEETS HANDY. RECORD AS YOU OBSERVE BEHAVIORS, DON'T WAIT TO WRITE.
- COMMENTS ARE MORE IMPORTANT THAN RATINGS.
- LEARN TO VERBALLY SHARE CONCERNS AROUND DIMENSIONS/BEHAVIORS AS YOU OBSERVE THEM.
- HAVE FREQUENT REVIEW PERIODS, i.e. 2 months, quarterly.
- MINIMIZE DIMENSIONS, FOCUS ON THE ONES IMPORTANT TO YOUR TEAM.
- FORCES CLARIFICATION OF JOB EXPECTATIONS. ONCE DIMENSIONS ARE SELECTED, ALL MUST UNDERSTAND AND AGREE WITH BEFORE BEGINNING NEXT REVIEW. (if problems occur during the evaluation period, you may have to get back together to further clarify expectations)
- DURING THE REVIEW PROCESS, YOU CONTROL THE AMOUNT AND TYPE OF FEEDBACK TO BE SHARED WITH OTHERS (commit to the group what you will do to address the concern).
- IF AN INDIVIDUAL COMMITS TO IMPROVE IN AN AREA, REINFORCE THOSE IMPROVEMENTS AS THEY OCCUR.
- WORK TOGETHER TO IMPROVE YOUR TEAM'S OVERALL PERFORMANCE. SET GOALS, INCREASE YOUR EXPECTATIONS OF ONE ANOTHER (teams may not admit that they have anything to improve).
- YOU WILL BE HELD ACCOUNTABLE BY YOUR PEERS FOR ANY "WITCH HUNTS" (review process provides a "checks & balance").

THE BASICS OF A WRITTEN COMPOSITION

INTRODUCTORY PARAGRAPH

- GIVE OVERALL TOPIC
- MAIN IDEA 1
- MAIN IDEA 2
- MAIN IDEA 3

PARAGRAPH 2

- DEVELOP MAIN IDEA 1

PARAGRAPH 3

- DEVELOP MAIN IDEA 2

PARAGRAPH 4

- DEVELOP MAIN IDEA 3

CONCLUDING PARAGRAPH

- RESTATE KEY POINTS
- REQUEST ACTION
- STATE CONSEQUENCES
- CONCLUDE/SUM UP

EFFECTIVE WRITTEN COMMUNICATION IN THE WORKPLACE

List the four basic steps in writing effectively.

1. _____

2. _____

3. _____

4. _____

Circle the correct spelling.

5. advise advize

6. supervise supervize

7. authorise authorize

Circle **C** if the punctuation and spelling are correct. Circle **I** if either is incorrect.

Correct
Incorrect

C I 8. It should be understood that the major criteria for shutting down the plant has always been the safety of our employees

C I 9. The snow fences in front of the Finishing complex did what they were intended to do, keep drifts to a minimum and the crews worked through the night to clean the roads and parking areas

C I 10. How severly would production be affected if two people on the line attended class for six hours on Tuesday.

EFFECTIVE WRITTEN COMMUNICATION IN THE WORKPLACE

The Learner Book and Spell-Right pages given in class may be used to answer the following questions.

List the four basic steps in writing effectively.

1. _____

2. _____

3. _____

4. _____

Choose the best answer and write the letter of that answer in the blank to the left.

_____ 5. Which of the following is <u>not</u> a question to think through before starting to actually write?
   a. What is my purpose for writing?
   b. What information should I include?
   c. How should I organize the information?
   d. Did I achieve the objective I was working towards?

_____ 6. Which of the following is <u>not</u> question to think through before starting to actually write?
   a. What do I want the outcome to be?
   b. Who is the receiver?
   c. Will I achieve the objective I am working towards?
   d. What format should I use?

_____ 7. Which of the following is <u>not</u> a question to ask yourself about the receivers of your writing before actually writing?
   a. What is their knowledge and experience base?
   b. Which format would be most effective?
   c. What might their attitude be?
   d. Is this to one person or a group of people?

Indicate which of the following is a complete or incomplete sentence by **circling** the correct letter.
Complete
Incomplete

C I 8. From November through December, 1991, 873 pounds of newspaper were collected in the WRM complex.
C I 9. A good start to helping reduce the amount of newspaper while providing a little revenue for the energetic group from Windsor.
C I 10. An action plan by each team to close the gaps between the ISO standard and their operation.
C I 11. Everyone in WRM and many in supporting organizations helped make ISO registration possible.

Choose the best answer and write the letter of that answer in the blank to the left.

_____ 12. Noun
_____ 13. Verb
_____ 14. Adjective
_____ 15. Adverb

a. used in place of a person, place, or thing
b. shows action or indicates being
c. tells how an action is done
d. a person, place, or thing
e. describes a person, place, or thing

Indicate which of the following has correct or incorrect punctuation by **circling** the appropriate letter. To be correct all punctuation marks in the sentence must be correct.
Correct
Incorrect

C I 16. With Europe representing a market where over one trillion dollars a year are spent, we felt that it was in our best interest to pursue ISO registration before it became a requirement.
C I 17. When should a Dialog Question be written.
C I 18. KCDers do it again!
C I 19. Dollars for Doers grants totaling $3,725 were made to Northern Colorado community service organizations in December 1991?
C I 20. When will the Slit/Spool Machine shut down for maintenance.

C I 21. The recipients were:
*Shepardson Elementary School,
*Severance Four Corners 4-H, and
*Boys and Girls Club of Greeley.

Indicate which of the following has correct or incorrect apostrophes and capitalization. To be correct all punctuation marks in the sentence must be correct.

C I 22. They can't start the Slit/Spool Machine until the B shift Tuesday.

C I 23. I wont be on time Wednesday because Im going to my class.

C I 24. on Thursday we'll have a department meeting.

C I 25. When can you stack the boxes by 3s?

C I 26. Probably we can do it on the C shift friday.

Choose the correct word from the choices given in parentheses and write on the line to the left.

_____ 27. Congratulations (to, too, two) these individuals for

_____ 28. (they're, their, there) outstanding examples of

_____ 29. volunteer involvement in (you're, your)

_____ 30. communities.

_____ 31. (Whose, Who's) team is going (to, too, two) reach

_____ 32. (it's, its) quality goal (to, too, two)?

_____ 33.

Add -ly or -ment and write the word on the line to the left.

_____ 34. approximate

_____ 35. equip

_____ 36. develop

_____ 37. critical

Add -ing to the words below and write it on the line to the left.

_____ 38. occur

_____ 39. recycle

_____ 40. travel

Add either IE or EI to the words below.

41. w___ght 42. h___ght 43. y___ld 44. ach___ve 45. rec___ve

Choose the best answer and write the letter on the line to the left.

_____ 46. What is a paragraph?
a. It is a group of sentences where the first one is indented.
b. It is several sentences with one main idea and supporting information.
c. It is a group of sentences explaining a sequence of events

_____ 47. The structure of a well-written composition would be represented by which of the following?
a. Develop Main Idea 1, develop Main Idea 2, develop Main Idea 3, summarize
b. Give facts about the topic, explain writer's interest in topic, request action from reader
c. Introductory paragraph, develop main idea 1, develop main idea 2, develop main idea 3, concluding paragraph

48. In the following paragraph **circle** the main idea.
49. Then <u>underline</u> a sentence with supporting information.

Lifelong learning is a concept that's here to stay. Due to the increase in information and the rapid changes due to technology and the global economy, adults need to continue learning throughout life. Sometimes adults learn informally through self-directed learning, such as reading books or asking questions of a knowledgeable person. Sometimes adults learn formally through classes in the workplace, community colleges, community organizations, or many other available institutions.

50. - 55. You are an operator in WRM. Tape is used for wrapping the completed rolls. In the new box you just opened you find yellow tape instead of white and it doesn't seem to be sticky enough to hold the plastic wrap. You find three boxes like this, but also nine others in the carton which have the correct tape in them.

Write a memo to Jack Green in Materials Procurement, KCD.

MEMO TO: FROM:

DATE:

Two problems are described below. For each problem write an entry for the category from a KCD performance worksheet which is given after the problem.

56. - 60. For two weeks you have noticed that two members of your team have stayed an extra 15 minutes on lunch break to play cards. You are concerned about the effect this will have on your team's production quantities and quality. You are asked to write on the performance work sheet of one of these employees, Ted.

DEPENDIBILITY. Accepts responsibility for assigned tasks. Completes and follows through on tasks in a thorough and timely manner. Does not abuse break/lunch periods or work quit times.

61. - 65. Two months ago your team was trained to input data about occasional quality errors on a control panel keyboard. One other member of your team memorizes the input and asks you to punch in hers when you do yours. You offered to show her what to do, but she said, "I can't do it. Please just do mine for me." So far you have done it for her. You are asked to write on Mary's performance worksheet.

FLEXIBILITY. Exhibits an ability to handle diverse tasks and assignments and an ability to adapt to changing conditions.

MODULE 1 & 2

1. DEFINE THE PROBLEM
2. PLAN THE SOLUTION
3. WRITE
4. CHECK THE SOLUTION
5. advise
6. supervise
7. authorize
8. C
9. I
10. I

MODULES 1 - 4

1. DEFINE THE PROBLEM
2. PLAN THE SOLUTION
3. WRITE
4. CHECK THE SOLUTION
5. d
6. c
7. b
8. C
9. I
10. I
11. C
12. d
13. b
14. e
15. c
16. C
17. I
18. C
19. I
20. I
21. I
22. C
23. I
24. I
25. I
26. I
27. to
28. their
29. your
30. Whose
31. to
32. its
33. too
34. approximately
35. equipment
36. development
37. critically
38. occurring
39. recycling
40. travelling
41. weight
42. height
43. yield
44. achieve
45. receive
46. b
47. c
48. Lifelong learning is a concept, etc.
49. Any other sentence underlined.

EXPECTATIONS FOR THIS LEARNING EXPERIENCE

My expectations for the trainer are

My expectations from my co-learners are

My expectations for myself are

At the end of this training I hope to be able to

After hearing the outline designed for this training, my comments or concerns are

EFFECTIVE WRITTEN COMMUNICATION IN THE WORKPLACE

Goal: To improve the writing skills used in the workplace.

Objectives: At the end of the four modules the learners will be able to

1. list the four basic steps in writing effectively;

2. identify the questions to think through before actually writing;

3. recognize questions to ask themselves about receiver characteristics and needs before writing;

4. identify a complete sentence;

5. define the parts of speech;

6. determine if a sentence has correct punctuation;

7. choose the correct word to use in a sentence when a choice of frequently confused words is given;

8. add the beginning, middle, or ending to a word by applying spelling rules reviewed in class;

9. write a memo based on a given problem situation;

10. define a paragraph;

11. identify the main idea and a supporting detail in a well-written paragraph;

12. recognize the structure of a written composition;

13. write a composition of their choice;

14. write an entry for one category on a KCD performance worksheet given a problem situation;

15. recognize the correct use of apostrophes in contractions and the plural of numbers and letters;

16. identify appropriate use of capitalization.

DEFINE YOUR PROBLEM

PLAN YOUR SOLUTION

WRITE

CHECK YOUR SOLUTION

STRUCTURE
the Basics

Complete sentences vs. fragments

- Subjects and Verbs
  Agreement

- Nouns
- Verbs
- Adverbs
- Adjectives
- Pronouns

Punctuation

- End punctuation
- Commas
- Colons and Semicolon
- Apostrophes
- Quotation Marks

Choosing the correct word - "diction"

- whose - who's
- its - it's
- they're - there- their
- your - you're
- good- well
- too- to - two

Jack Silver from Silver Stove Co. looked at the order he placed last week and found a mistake. He had wanted 150 advertising brochures and instead received 1500. Also, he had wanted green paper and the brochures looked turquoise. He remembers talking to Alice Gunnerson about the color for a long time and he's sure he said green. He write's a memo to the printing company.

MEMO TO: FROM:

Date:

THE BASICS OF A WRITTEN COMPOSITION

INTRODUCTORY PARAGRAPH

- *GIVE OVERALL TOPIC*
- *MAIN IDEA 1*
- *MAIN IDEA 2*
- *MAIN IDEA 3*

PARAGRAPH 2

- *DEVELOP MAIN IDEA 1*

PARAGRAPH 3

- *DEVELOP MAIN IDEA 2*

PARAGRAPH 4

- *DEVELOP MAIN IDEA 3*

CONCLUDING PARAGRAPH

- *RESTATE KEY POINTS*
- *REQUEST ACTION*
- *STATE CONSEQUENCES*
- *CONCLUDE/SUM UP*

Learner Book p. 6

END PUNCTUATION

A period (.) is used after sentences which are not questions or exclamations.

An exclamation point (!) expresses strong emotion.

A question mark (?) is used in sentences which ask something.

COMMAS

Commas (,) are used to join two closely related, complete sentences into a compound sentence. The comma must be followed by a connecting word: and, so, or, but, for, nor, yet.

When three or more items are listed in a series, place a comma after each item before the conjunction.

After a long phrase or an adverb clause at the beginning of a sentence.

When a noun has more than one word describing it, the descriptive words usually need commas between them.

Commas separate the day of the week, the month and its numerical number, and the year from each other and from the rest of the sentence

Commas separate people or organizations, streets, cities or towns,states, and countries from each other and from the rest of the sentence.

Commas are use to set off a part of a sentence that merely provides additional descriptive or unnecessary words or information.

Commas are used to set off words of direct address.

CHOOSING THE CORRECT WORD

The following are some frequently confused words:

It's and its

It's — **short form of it is**

It's Labor Day.
John said that it's his day off.

Its — **shows possession**

Its color shows Kodak quality.
This machine is only as good as its operator.

Who's and Whose

Who's — **short form of who is**

Who's the new person on A shift?
Tell us who's writing the training.

Whose — **shows possession**

Whose memo is this?
Whose orders come first today?

You're and Your

You're — **short form of you are**

You're the last one to get a raise.
Are they sure you're the one?

Your — **shows possession**

Your class starts today.
It's your turn to take notes.

They're, Their, and There

They're — short form of they are

They're starting the new production line tomorrow.
We'll know when they're on vacation.

Their — shows possession

This is their best film.
Their hard work was never rewarded.

There — refers to a place

Put the crate there.
There is the one I was telling you about.

To, Too, and Two

To — indicates direction or destination

Move the setting to the highest point.
We might go to California.

— used with a verb

I am going to change my clothes.
They want to give us the opportunity.

Too — meaning also

He wants the job, too.
Maybe you can go, too.

— meaning excessive

The fumes are too strong.
That car was too expensive.

Two — is the number 2

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Good and Well

Good **always modifies a noun (thing)**

That's a good place to eat.

Well **always modifies a verb (action)**

We work well together.

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Practice choosing the correct word.

1.
Does Don's department expect (you're, your) team (to, too, two) write (they're, their, there) reports?

2.
(You're, your) friends live (to, too, two) far away for (they're, their, there) kids (to, too, two) play on the team.

3.
What benefit is it (to, too, two) play (good, well) if (you're, your) team doesn't try (it's, its) best.

4.
(Whose, who's) fault is it that (it's, its) raining over (they're, their, there).

5.
(It's, Its) (to, too, two) bad (they're, their, there) not going (to, too, two) get (they're, their, there) reward.

6.
(It's, Its) a (good, well) time (to, too, two) be (they're, their, there.)

COLONS AND SEMICOLONS

Colons are used after salutations of a business letter, before a list, between the hours and minutes when writing time, and in biblical references. Colons are not used when a list directly follows a verb or a preposition.

Semicolons are used to join two short, closely related sentences that are not joined by a conjunction. They are also used to separate parts or items of a sentence where commas are used to separate items.

Semicolons are used when the following words are used to join two sentences, the words are preceded by a semicolon and and followed by a comma.

nevertheless	therefore
as a matter of fact	as a result of
moreover	consequently
however	

QUOTATION MARKS

Use quotation marks around the exact words of a speaker. Commas and periods are placed inside the closing punctuation marks. Exclamation points and question marks are placed inside the quotation marks if they belong with the quotation; otherwise they are placed outside, Semicolons are always placed outside.

Use quotation marks to indicate the titles of articles, poems, short stories, songs, slang words, or a person's tone of voice such as to denote sarcasm.

Use single quotation marks {'..'} for quotations within quotations.

APOSTROPHES

An apostrophe is used a a contraction; in a word showing possession; and in showing the plural of words, numbers, letters.

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KCD PERFORMANCE FEEDBACK WORKSHEET

This worksheet is intended to facilitate gathering performance feedback from multiple sources.

Team/Peer _____ Customer _____ Supervisor _____ Self _____

S# REG# PERFORMANCE INTERVAL

1. Indicate ( ) feedback source (i.e., team/peer, customer, supervisor, self).
2. Rate individual in all Basic Performance Dimensions and those Additional performance Dimensions indicated (x) on his/her current job.
3. Determine OVERALL RATING based on the dimension ratings you provided.
4. Provide additional comments. A rating of VV or ZZ requires a written comment.

SCORING SYSTEM

VV	WW	XX	YY	ZZ
DOES NOT MEET PERFORMANCE EXPECTATIONS	USUALLY MEETS MOST PERFORMANCE EXPECTATIONS	CONSISTENTLY MEETS ALL AND PERIODICALLY EXCEEDS SOME PERFORMANCE EXPECTATIONS	CONSISTENTLY MEETS ALL AND EXCEEDS MOST PERFORMANCE EXPECTATIONS	CONSISTENTLY EXCEEDS ALL PERFORMANCE EXPECTATIONS

BASIC PERFORMANCE DIMENSIONS — RATING

___ CONTINUOUS IMPROVEMENT. Seeks to improve on-the-job processes, equipment, systems, or services. Shows a willingness to learn new skills to enhance job performance and broaden individual capability. Shows a willingness to take risks and supports risk-taking in others. _____

___ JOB KNOWLEDGE/SKILLS. Displays a broad understanding of the product and processes of the work area. Demonstrates this knowledge and skill by successful completion of job expectations. _____

___ LEADERSHIP. Provides effective work direction when needed. Contributes to a work climate that stimulates individuals to contribute new ideas. Visionary, able to put today's tasks within a broader scope and consider future direction. Able to lead others on projects or teams without positional authority. Willing to facilitate others' learning on the job through coaching, mentoring, or training. _____

___ PRODUCTIVITY/QUALITY. Contributes an appropriate amount of work that conforms to customer quality standards. _____

___ TEAMWORK. Demonstrates a commitment to the team concept by actively participating in team activities. Understands team member roles; shares responsibility for team goals and team results (successes and failures). Initiates team approaches by recognizing opportunities and stimulating action by others; presents or listens to new ideas, even if different or controversial. _____

ADDITIONAL PERFORMANCE DIMENSIONS

___ ATTITUDE. Shows concern for the work performed as well as for other individuals. Courteous and friendly. Provides positive reinforcement to others. Open-minded and receptive to new ideas and new methods. Accepts ownership and responsibility for own work. _____

___ COEXISTENCE. Displays ability and willingness to work productively with others while maintaining a spirit of supportiveness and cooperation. _____

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RATING

COMMUNICATIONS. Communicates in an organized and logical manner with individuals in a variety of settings, through both oral and written means. Clearly expresses own viewpoint, yet is willing to listen with an open mind. Shares information with others. Provides and accepts constructive feedback. ____

CUSTOMER ORIENTATION. Demonstrates an overall commitment to the customer by displaying a knowledge of customer specifications, a willingness to solicit and respond to customer feedback, and a desire to go beyond customer expectations. ____

DEPENDABILITY. Accepts responsibility for assigned tasks. Completes and follows through on tasks in a thorough and timely manner. Does not abuse break/lunch periods or work quit times. ____

FLEXIBILITY. Exhibits an ability to handle diverse tasks and assignments and an abilily to adapt to changing conditions. ____

HELPFULNESS. Displays a willingness to work beyond job responsibilities and never says "It's not my job." Willing to share information that makes the job easier for others. Focused on accomplishing the task at hand. ____

INITIATIVE. Exhibits a willingness to take on additional responsibilities, recognizes what needs to be done, originates or develops gets things started, and ensures their completion. ____

PLANNING. Displays the ability to prioritize demands and schedule one's own work in a manner that makes the most effective use of time and resources (self and others). ____

SAFETY. Demonstrates a general awareness of KCD safety standards. Demonstrates an awareness of and accepts responsibility for safety within the work area. Exhibits good housekeeping practices. ____

TRUST. Deals honestly and openly with others. Accepts others as they are and treats them in a fair and equal manner. Shows a willingness to address issues/problems/concerns as they arise without fear of reprisal. Accepts others' proposals/ideas without personal need to modify. ____

Signatur ____ OVERALL RATING ____

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Customized Spelling Inventory for

_____

1. _____ _____ _____
2. _____ _____ _____
3. _____ _____ _____
4. _____ _____ _____
5. _____ _____ _____
6. _____ _____ _____
7. _____ _____ _____

SPELL-RIGHT #1

VERBS ENDING IN ISE OR IZE?

More verbs end in IZE than in ISE.

For example:

agonize • organize • brutalize • authorize

There are just a handful that end in ISE and that's why they can cause writers to get confused and make errors.

Here are ten common words that end in ISE:

ADVERTISE

DESPISE

CHASTISE

EXERCISE

SURPRISE

ADVISE

DEVISE

IMPROVISE

REVISE

SUPERVISE

Look at the last five...can you find a pattern that will lead to a rule?

_____

_____

_____

How do you add ING to these words? What is the rule?

_____

_____

_____

** A rule is just a pattern of the way things usually are done.*

SPELL-RIGHT # 2

WORDS WITH CLEARLY DEFINED PARTS

In many English words (not all), the parts fit together like puzzle pieces.

MAKING TWO WORDS INTO ONE

Consider a stand where newspapers are sold. If you combine NEWS and STAND into a single word, will there be one S or two?

_____

What about a person who keeps the books?

When you combine BOOK AND KEEPER into a single word, will there be one K or two?

_____

ADDING THE ENDINGS NESS, LY AND MENT

When ness is added to an adjective, the new word becomes a noun.

For example: clever - cleverness
sudden - suddenness

The rule is

_____

_____

_____

The same rule applies when ly is added to an adjective to form an adverb.

royal - royally
beautiful - beautifully

try these:

real _____
private _____
warm_____
severe_____
bare_____

Again, the rule applies when ment is added to a verb to form a noun.

establish - establishment
govern - government

try these:

advertise_____
develop_____
manage_____

The same rule applies when we add the negative prefixes MIS and DIS

Dis + appear = disappear

try these:
dis + agree = _____
dis + arrange = _____
dis + pleasure = _____

mis + spell= _____
mis + understanding = _____

** When adding ness, ly, ment, dis and mis.....don't drop any letters.*
You add the parts together.....like puzzle pieces.

SPELL RIGHT # 1 & 2 REVIEW

ADD LY TO THESE ADJECTIVES TO MAKE THEM ADVERBS:

incidental _____

real _____

critical _____

lone _____

ADD THE PREFIXES MIS OR DIS TO MAKE THESE WORDS NEGATIVE:

satisfy _____

similar _____

approve _____

state _____

shape _____

ADD MENT TO THESE VERBS TO FORM NOUNS:

equip _____

retire _____

develop _____

ADD NESS TO THESE ADJECTIVES TO FORM NOUNS:

stubborn _____

drunken _____

CIRCLE THE CORRECT SPELLING:

advise	advize	realise	realize
revise	revize	excercise	excercize
surprise	surprize	advise	advize
supervise	supervize	authorise	authorize

SPELL-RIGHT #3

IE AND EI

The combination IE has the long E sound.

field	*piece*	*brief*
relieve	*niece*	*priest*

When this combination is used after the letter C it reverses to EI to make the long E sound.

receive	*receipt*	*ceiling*
deceive	*perceive*	*deceit*

Thus the saying: I before E except after C

Fill in the blanks correctly:

dec__ver	*ach__ver*	*y__ld*
sh__ld	*p__ce*	*br__f*

**NOTE when the C is pronounced SH , IE follows the C.....for example ancient, efficient*

Complete : ineffic__nt *defic__nt*

There are a few other words in which EI forms the long E sound but does not fololow C .

Some common ones are:	*either*	*neither*
	seize	*caffeine*
	protein	*leisure*

** just be aware of these exceptions*

EI is always used when the long A sound is present.

If the combination of E and I have the long A sound, always use EI.
This is one rule to which there are no exceptions!!!!!!

weight	eight	neighbor

Fill in with others that you can think of:

_____	_____	_____

EI is always used when the long I sound is present.
Again, there are no exceptions to this one!!!!!!!!!!!!!!

sleight	height	farenheight
seismic		

Sometimes the sound of EI is very slight or sounds a little like short E.

counterfeit	foreign	forfeit
heifer	nonpareil	sovereign

Based on what you know, try these:

1.rec___ve

2.s___zure

3.ch___f

4.w___ld

5.w___ght

6.cod___ne

7.s___ge

8.f___rce

9.h___ght

10.conc___ted

11.bes___ge

12.forf___t

13.w___rd

14.n___ce

15.dec___t

16.ach___ve

17.misch___vous

18.gr___f

SPELL-RIGHT # 4

DOUBLING A FINAL CONSONANT

LOOK AT THE FOLLOWING WORDS:

Occur Rivet	Prohibit	Allot	
Travel	Regret	Confer	Equip
Signal	Compel	Merit	Profit
Omit	Cancel	Counsel	Prefer

THINK ABOUT ADDING THE SUFFIXES: ing, ed, or ence TO EACH OF THE ABOVE WORDS.

IN WHICH WORDS WOULD YOU DOUBLE THE FINAL CONSONANT.

GENERALLY THE RULE IS:
If a word ends in a _____consonant
preceded by a _____vowel
and the accent is on the _____syllable
double the final consonant when adding a suffix that starts with a _____
provided the accent remains on what was the final syllable of the original word.

Why does the rule applies to the word *compel*, but it does not apply to the word *resist*. Why?

The rule applies to the word *refer*, but it does not apply to the word *appear*. Why?

The rule applies to the word *commit*, but it does not apply to the word *profit*. Why?

Try these.....add ed.

prohibit

travel

jewel

marvel

counsel

signal

cancel

wallop

worship

envelop

merit

profit

rivet

Safety Awareness

AMT Training Guide

Sheet Film C-15
Eastman Kodak
08/30/1991

General Darkroom Safety Guidelines
105

Cover Sheet

TRAINER PREPARATION	1. White smock 2. Flashlight
PREREQUISITES	None
OBJECTIVE	The trainee will explain and demonstrate proper darkroom safety techniques according to approved Procedure/AMT method.
TRAINING METHOD	1. Trainer does and explains Trainee observes and questions 2. Trainee does and explains Trainer observes and coaches 3. Trainee performs complete task Trainer observes and qualifies
TARGET TIME	None
SPECIAL REQUIREMENTS	None
NOTES	It is the responsibility of each employee to immediately report any unsafe or dangerous conditions to the Safety Coordinator.
DEVELOPERS	
SUBJECT EXPERTS	_____ _____ _____ _____
FACILITATOR	Bob Schroeder

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Entering Darkroom

Caution:
North hall is a high traffic area for automatic guided vechicals (AGVs). Allow eyes time to adjust before proceeding.

1. Entering through light lock.
   a. Call "Watch Out Here" with one arm extended and in front of your body.

   Walk slowly to the right of the hall.

2. Entering through alarmed door.

   a. Before entering an alarmed door, knock on the door three times.

   To alert another person who might be on the other side.

   b. Make sure each door closes behind you.

   Alarm will stop sounding when door is closed.

   c. Call "Watch Out Here" and move with one arm extended in front of your body.

3. Entering darkroom through barrel door.

   a. Enter barrel door and slowly revolve door until it opens to other room.

   b. Before exiting door, call "Watch Out Here", then proceed slowly, with arm extended in front of you.

4. Exiting darkroom through barrel door.

   a. Check (with your hand) to make sure opening of barrel is towards you.

   b. Enter barrel door and slowly revolve door until it opens to other room.

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Eye Adjustment

1. After entering the darkroom light-lock allow your eyes to adjust before proceeding.

Note:
Stand toward wall while waiting for eyes to adjust to avoid collisions with other people.

Traveling Through Darkroom

CAUTION:
Always call "Watch Out Here" and walk with your arm extended while traveling through the dark

1. If possible walk with your flashlight out in front of you.

This helps alert other people that you are in the area.

NOTE:
Still call "Watch Out Here" even though you have a flashlight.

1. Always walk on the right side of the hallway oraisle.
2. Be alert for other people entering the dark through light-locks, alarmed doors and barrel doors.

People just entering the dark will not have had enough time for their eyes to adjust and might not see you.

3. Be alert for rolling stock, for it always has the right-of-way. Move to the side and let it pass.

Clothing

1. A person working or traveling in the dark must wear a white smock or white shirt.

CAUTION:
Loose-fitting clothing is prohibited in the darkroom area.

2. When wearing a smock in the dark, at least one snap has to be snapped.

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QUESTIONS AND ANSWERS

1. Right after entering the dark, what do you do before proceeding?

   Allow your eyes to adjust and call watch out.

2. How do you travel through the dark?

   Walk with your arm extended in front of you and call "Watch Out Here".

3. Where do you walk in a darkroom hallway or isle?

   On the right side.

4. What color does your smock or shirt have to be while working or travelling in the dark?

   White

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